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ABSTRACT

This document contains three papers from a symposium on advancing the profession of human resource development (HRD). "The Role of the 'Human Resource Development Quarterly' in Shaping the HRD Profession: An Eight and One-Half Year Perspective" (Ronald L. Jacobs) discusses the progress of the quarterly and makes suggestions to authors to enhance the possibility of article acceptance. "Publishing HRD Research and Theory in 'Adult Education Quarterly' (John M. Dirkx) presents guidelines for submitting manuscripts, describes the review process, and reflects on the future of research and publication in adult education and HRD. "Creating Clover--'Human Resource Development International'" (Monica M. Lee) addresses style and content for contributors to this journal and describes its foundation as learning, performance, and integrity. "ADVANCES in Developing Human Resources: The Academy's New Topical HRD Monograph Series" (Richard A. Swanson) introduces a new series intended to provide theoretically sound explorations and reports of timely advances in HRD. (KC)

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ED 428 251

30 **Advancing the Profession Through Journals**

Chair: Gary McLean, University of Minnesota

The Role of the *Human Resource Development Quarterly* in Shaping the HRD Profession: An Eight and One-Half Year Perspective
Ronald L. Jacobs, Ohio State University

Publishing HRD Research and Theory in *Adult Education Quarterly*
John M. Dirkx, Michigan State University

Creating Clover - *Human Resource Development International* (HRDI)
Monica Lee

Performance Improvement Quarterly (PIQ)
Peter J. Dean, University of Tennessee

ADVANCES in Developing Human Resources: The Academy's New Topical HRD Monograph Series
Richard A. Swanson, University of Minnesota

ACADEMY OF
HUMAN RESOURCE DEVELOPMENT

1998 Conference Proceedings

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CE 078 245

The Role of the *Human Resource Development Quarterly* in Shaping the HRD Profession: An Eight and One-Half Year Perspective

Ronald L. Jacobs, The Ohio State University
Editor, Human Resource Development Quarterly

The contents for issues one and two of the ninth volume of the Human Resource Development Quarterly, the Academy's (and ASTD's) refereed journal, have now been determined. During its eight and one-half years, the journal has matured in providing an outlet for scholarly presentation and debate of HRD issues as counterbalance to the popular press. It has fostered community among multi-disciplinary professionals. Authors, reviewers, and board members represent a wide range of field backgrounds, research methodologies, experience levels, and foci. Acceptance rate continues to run at about 30%. Suggestions are made to enhance the possibility of potential authors having their manuscripts accepted.

Every academic field is marked by its literature. The more mature the field, the more developed are the scope and quality of the literature available to its members. Throughout its relatively young life, the field of human resource development, and its component fields of organization development, personnel training, and career development, have been well served with quality, practitioner-oriented journals and newsletters. The same, however, cannot be said of the scholarly or academic literature available to members of the profession though this situation, fortunately, is changing, in large part through the contributions of the *Human Resource Development Quarterly* during its nearly nine years of existence. While the field of human resource development, perhaps more than most fields, has been susceptible to the whims and fancies of fads as they come and go -- from programmed instruction to accelerated learning, re-engineering, adventure learning, right- and left-brain theories, Myers-Briggs Temperament Indicator, learning organizations, chaos theory, cultural assimilators, 360-degree feedback, mind maps, appreciative inquiry, large group strategic planning, and the endless list that confronts us at every conference and in each new "best-seller" in the field -- HRD is beginning to mature, as marked by some of the journals represented at this conference. Further, new journals are emerging, such as the other journal owned in part by the Academy, the *Human Resource Development International*, which fill another important role of providing a bridge between scholarly inquiry and practice. There is an important role to be filled by journals in all three areas.

The *Human Resource Development Quarterly* (*HRDQ*) has played an important role in this field's maturing process. In the beginning, there was a long gestation period before the *HRDQ* was birthed by the Research Committee of the American Society of Training and Development and with Jossey-Bass as its publisher. Beginning with the eighth volume, the Academy of Human Resource Development joined ASTD as co-owners of the journal.

From my perspective of four years as associate editor and now as editor, it is exciting to see these new partnerships emerging. The maturing process of the journal and of the field are obvious from this eight-year perspective. The Academy of Human Resource Development, from its inception, has distributed the *HRDQ* to all of its members. This will, of course, continue in the new ownership agreement. The American Society of Training and Development has made the *HRDQ* one of three options provided to all members at no additional cost beyond membership, and we anticipate even more subscriptions through ASTD's reduced subscriptions to those not selecting that option. Subscriptions have climbed to about 12,500, and the projection is for about 14,000 by year end. The quality of journal articles continues to be high. The manuscript flow is good, leaving the journal in a position of having manuscripts allocated a couple of issues out. The inception of the Richard A.

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Swanson Award for Outstanding *HRDQ* Article has recognized outstanding scholarship presented in the journal. Respected scholars are members of the journal's Editorial Board. Many highly respected and emerging scholars provide an exceptionally comprehensive review process, and the Associate Editor vacancy attracted outstanding candidates. All of these are signs of the maturity that the journal has achieved over its eight-year life.

Purpose

In the first issue, Swanson (1990) described a vision for the role that the *HRDQ* could play:

> Many of us see *HRDQ* as the start of a community of HRD scholars. I believe this research quarterly will provide the intellectual footing and research credibility HRD requires to mature as a field of study and practice. (p. 2)

Swanson went on to describe the eclectic nature of the HRD field, coming as it does from such diverse backgrounds. The hope of the early champions was that the *HRDQ* would serve as a venue for a wide range of backgrounds of authors committed to HRD, whose publications previously appeared in the foundational areas of their expertise but were then not widely available to others in the HRD field. Experience has borne this out. Authors have come from adult education, vocational education, mineral engineering management, public administration, management, political science, labor education, industrial relations, and many more. Practitioners and consultants, in addition to academics, are also authors.

Another form of inclusiveness to which *HRDQ* has been committed has been to provide outlets for both quantitative and qualitative research (as imperfect as these descriptors might be) and to integrate the philosophies of human development and human capital.

Format Used to Meet Purpose

From the beginning, the format of the journal has remained the same:

- a feature article, usually refereed, with one or two invited responses, and, sometimes, a response from the feature article author
- refereed articles, usually two to three per issue
- forum section, which includes scholarly non-refereed articles that are designed to explore controversial concepts within the field, challenge existing theory, suggest research hypotheses that have not yet been tested, respond to articles published earlier, and so on; again, usually two to three per issue
- media reviews, including materials that might not fall obviously into human resource development, such as research, economics, and future studies, for example; again, generally two to three per issue

It is not always easy to stay with this format. Getting the right mix of manuscripts in time to assemble an issue requires coordination, hard work, and just plain luck! The most difficult task has been identifying a feature article in sufficient time to identify invited reaction authors.

Success in Meeting Purpose

How successful have we been in meeting these specific diversity objectives? With the number of manuscripts received exceeding 450, we continue to receive a wide range of recommendations (from four or five reviewers) on every manuscript, reflecting, I think, the diversity of reviewers available to us. One of our ongoing struggles as editors is to determine our roles vis-a-vis the role of the reviewers in determining which manuscripts to pursue for publication. Another interesting phenomenon, from my perspective, is the difficulty in finding manuscripts for the forum section as compared with the refereed section. Finding a "Feature" article is an even more difficult task.

I believe that we have filled at least a small role in providing opportunities for fields within HRD to talk with one another, and this has created synergy within the field. Yet, just as the Academy continues to struggle to answer the dilemma of what some perceive to be a dichotomy between theory (research) and practice, so, too, do we struggle in the *HRDQ* to find adequate ways to reflect research and practice interests.

With other fine journals around, and others emerging, we have been pleased to see that we continue to receive an adequate flow of manuscripts, and, while obtaining the quality desired has not been as easy, we have succeeded in maintaining a high quality. Through eight and one-half volumes (34 issues), we have not had to compromise on quality, and we have met our page length goals and have submitted manuscript to the publisher (close to) on time.

It will be very interesting to see what happens to the new subscriptions that have emerged from ASTD's new program. Many of these subscribers are (and will be) practitioners rather than academic scholars. Our traditional subscribers have been academics, with others being libraries, corporations, and academic departments. How well does the *HRDQ* speak to practitioners? How interested are practitioners in reading about theoretical underpinnings for practice? This will be a major measure in the future of how well the field of HRD is continuing to mature.

Another objective that has never been stated explicitly, but has clearly been met, has been to provide an outlet for advanced graduate students' work. While media (books, software, video) reviews have been primary outlets, even including instructor assignments from which one or two might be of sufficient quality for publication, advanced graduate student authors have made significant contributions to the forum and even the refereed sections of the journal. We have also reached an agreement with the Donald Bullock Outstanding Dissertation Award Committee of ASTD (which last year was jointly offered by AHRD and, in the future, will become solely the responsibility of the Academy) to publish an article based on the winning dissertation each year.

Another area of diversity in which we have interest is supporting and encouraging a wide range of research methodologies, including both quantitative and qualitative approaches. In spite of that desire, however, a 1995 customer survey conducted by Jossey-Bass to determine reactions of subscribers to the journal found that, while there were very few concerns about the journal, and that there was widespread agreement that the scholarly level of the journal was appropriate, there was a feeling that there were too many quantitative articles. This feedback is interesting given that of the 13 refereed articles in volume six, eight were positivistic (descriptive, experimental, relational, quasi-experimental), while five were qualitative (one each of interpretive, case study, historical, grounded theory, and review of literature). Of the ten forum articles, one was positivistic, four were reviews of literature, and five were opinion or "thought" pieces. So perhaps in the refereed section, there was some validity to the observation. For volume seven, the results are markedly different from the previous year. Of the 12 refereed articles published, only three were positivistic. The remainder reflected qualitative case studies (2), reviews of the literature (3), theory development (2), observer-participant, and critical incident. As in the previous year, the forum articles continued to reflect a strong bias toward "opinion" pieces: seven of the nine fit this category, with one each of positivistic and theory development. A similar trend is predicted towards qualitative refereed articles for volume eight, although not all issues were available at the time this article was written. The question is, what "should" the "proper" balance be? Is it half and half? Our editorial approach has been to encourage every type of research and to hold each to standards of quality appropriate for the type of research methodology used. The change from 1995 to 1996 is not necessarily a reflection of changes in editorial policy. Rather, it is a reflection of changes in the manuscripts submitted. Perhaps the perception has now developed to affirm qualitative or non-positivistic research methodologies.

How Can HRD Professionals Become Involved with the *HRDQ*?

In addition to being consumers, HRD professionals can participate in the life of the *HRDQ* in many ways:

1. ***As an author in the refereed section*** These 20-25 page manuscripts need to meet the rigor of criteria applied to research and are reviewed by a panel of five.

2☐ ***As an author in the forum section*** These manuscripts—thought pieces, pilot studies, reactions to previously published articles, and so on, are generally much shorter than those in the refereed section and are reviewed by the editor for acceptance.

3☐ ***As a media reviewer*** Each issue contains a review of books, software, videotapes, and other media. Material for review is provided if desired. The publication date must be within a year of being current. These manuscripts are reviewed by the associate editor for acceptance.

4☐ ***As a referee/reviewer*** We are always in need of reviewers for submitted refereed manuscripts. We want scholars who are themselves published in refereed journals who are willing to make the professional contribution of a significant amount of time to produce quality reviews. We are especially in need of people with skills in various qualitative areas of research, and, at the moment, we need people with some background in the broad field of human resource management.

5☐ ***As an editorial board member*** Each year, we replace two to three board members for a three-year term. The commitment required is to attend the annual board meeting, associated with the AHRD annual conference, and to participate actively in supporting the journal during the year.

6☐ ***As associate editor and editor*** Every four years, a new associate editor is selected. Thus, the total commitment is for eight years: four as associate editor and four as editor. This person will normally come from the editorial board or, at minimum, the pool of referees/reviewers.

7☐ ***As a booster*** Does your library subscribe to the *HRDQ*? Does your company (or a company you know) support the *HRDQ* as a contributor or supporter? Both of these processes are critical to the ongoing survival and success of the journal.

Participation in any one of these roles will forward the agenda of human resource development, as well as provide a platform for the participant's own personal growth and development. The editorial staff is very willing to work with anyone in any of these roles to improve the possibilities of success in completing the desired task.

How Can Authors Increase the Possibility of Publication?

Every manuscript has its own idiosyncrasies. Having said that, however, there are definitely things authors can do to improve the odds of having their manuscript selected. Based on my review of over 450 manuscripts submitted to the *Human Resource Development Quarterly*, here are suggestions for handling the most frequently occurring problems faced by authors. Some are easily remedied; others are more difficult.

1☐ Use the format specified by the journal, no matter how inappropriate you believe them to be or however unfamiliar you may be with the style. *HRDQ* requires the use of the fourth edition of the *Publication Manual of the American Psychological Association* (American Psychological Association, 1994). It has been quite amazing to me how many authors totally ignore this requirement. When manuscripts are returned to be put into this format, the revisions often come back incorrectly using the specified style. It is difficult to believe that authors actually think that editors will do this for them.

2☐ Have your article edited by someone with excellent writing skills, even if you have to pay for it. Often, we receive reviews back from reviewers with negative recommendations for publication, yet the comments made hardly address content. The writing is often so poor that reviewers are not able to see past the poor writing. This is especially important for authors for whom English is not their primary language. While the journal is committed to being an international journal, the language of the journal is English. An appropriately written manuscript in the language of publication is important for success with reviewers and the editors.

3☐ Review guidelines before submitting the article. How many copies are required? (We require six.) Who are the copies to be sent to? (We want them sent to the editor.)

What is required to insure a "blind" review? (We request a separate title page that can be removed prior to blind review, and all references to "my work" or any other internal references that would provide clues of authorship must be removed.) Failure to follow these guidelines can add immeasurably to the time required for the review process.

4□ Make the relevance to HRD clear and explicit. Our experience is that we receive many manuscripts that are implicitly appropriate for publication in the *HRDQ*, but the authors leave it up to the reviewers, and ultimately the readers, to make the connection. We want such connections to be explicit.

5□ Describe methodology completely. Readers should not be left guessing about what was done or why it was done. This section doesn't have to be lengthy, it just has to be complete.

6□ Avoid the formalities of a dissertation. Over the years, traditions have developed about the format and structure of a dissertation. Because most graduate students do not get the experience of writing for publication, their own model for writing continues to be the dissertation. Such structure is not appropriate for a published article. Potential authors are, hopefully, subjected to reading lots of journal articles. These should be examined prior to writing for publication. As just one example, hardly ever are hypotheses listed in a journal article as they often are in dissertations. Rather, research questions are posed.

7□ Be internally consistent with the methodology of your study. If your methods section indicates that certain steps were followed, the reader should legitimately expect that the findings would reflect these steps. If a qualitative study is described, then one should expect to see this methodology carried out throughout the article.

8□ If your study is positivistic, and you are wanting to generalize your findings, be sure that the population is defined, your sampling is described, and your sample is adequate. Response rate also has to be adequate, or the burden of the argument is on you to make the case for its acceptability.

9□ In positivistic studies, you must provide reliability and validity data. These are not optional requirements; they are essential in supporting the appropriateness of the findings presented.

10□ If your manuscript includes statistical analyses, provide a computer disk of your raw data. All of our statistical manuscripts are reviewed by a statistical reviewer. If a computer disk is available, assumptions behind the statistical tests can be checked and alternatives explored. If the disk is not available, long, complex letters may be required, and both parties may be left discontented with the results.

A qualitative study is not an excuse for a lack of rigor. In some ways, there is still a struggle going on about what criteria to use in evaluating a study that does not use traditional positivistic approaches. Our experience with reviewers, however, is that there is a belief that qualitative articles do not generally meet quality standards--not because qualitative articles are less acceptable for publication (they aren't), but because the same rigor is often not applied. Respond to the editors' feedback quickly. We make detailed recommendations to every author on ways in which the article can be improved. It then becomes the author's responsibility to respond to those suggestions, either by incorporating the changes into the manuscript or by telling the editors why those suggestions are not appropriate and why they have not been incorporated into the manuscript. Getting the revisions back to the editors quickly can also enhance the probability of publication. In any case, it will definitely be given faster consideration.

Where Do We Go from Here?

The journal now moves to a new era, with a new editor and a new associate editor. Further, the *Human Resource Development Quarterly* will need to be clear about its purpose and role within the profession, as new journals in the field continue to emerge, as the field itself continues to mature. The profession and its professionals need to continue to take responsibility for its journals as all of

our journals play an important role in shaping the HRD community.

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Publishing HRD Research and Theory in *Adult Education Quarterly*

John M. Dirkx
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This article provides an overview of Adult Education Quarterly (AEQ), including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications in our respective fields.

The purpose of this article is to familiarize HRD researchers with *Adult Education Quarterly (AEQ)* as a potential outlet for publication of their scholarly articles. We will discuss the scope of AEQ, kinds of articles that are published in this journal, how it relates to the field of HRD and other journals in adult education, its editorial policies and guidelines, and how its current editors view the future of research within the fields of HRD and adult education. The view that are expressed in this article reflect those of the current editors and not necessarily the field as a whole or AEQ's sponsoring agency.

Background of the Journal

The journal was originally founded in 1929 as *The Journal of Adult Education* but the name was changed in 1983 to *Adult Education Quarterly (AEQ)*. In its more formative years, the journal sported many opinion and descriptive pieces, the thoughts of leading adult educators, musings on the growth and direction of the nascent discipline called "adult education", and the first glimmerings of theory and research. Over the years, various comparative surveys of the journal have noted the trends and themes of most interest to authors and researchers. The journal has increasingly emphasized research and theory within the field of adult and continuing education. Currently, this emphasis represents the primary focus of *AEQ*.

AEQ, represents one of a number of publications throughout the world that are devoted to the issues related to adult learning. The journal enjoys the reputation of being the premier North American research journal representing the field of adult education, and is one of only a handful of journals in the wold dedicated to research and theory in adult and continuing education. Journals such as *Convergence*, the *International Journal of Lifelong Education*, and *Studies in Continuing Education* represent the international reach of research and theory in the field. *AEQ* is also a frequent outlet for adult education scholars across the globe. The continuing learning of adults is, however, also of concern to the professions. It is not uncommon to find related journals, such as the *Journal of Nursing Continuing Education*, addressing the subject of adult learning. Other journals, such as *Adult Learning*, deal more directly with and attempt to specifically address practitioner concerns. Scholars within the field of HRD who are concerned with matters of theory and research impacting the adult as learner can find publishing outlets in many educationally-based journals here in the United States, Canada and abroad. Insofar as the field of adult education can be judged to include issues around training and settings which include business and industry, AEQ has over the years reflected in its pages theory and research of an HRD nature.

Editorial Policy

Adult Education Quarterly (AEQ), is committed to the dissemination of knowledge derived from disciplined inquiry in the field of adult and continuing education. With a circulation of about 5000, *AEQ* is published January, April, July, and October, under the sponsorship of the American Association for Adult and Continuing Education (AAACE). *AEQ* publishes articles representing a broad range of

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methodological approaches, including: a) empirical studies which use critical, action, participatory, experimental, quasi-experimental, correlational, descriptive, historical, philosophical, qualitative, or interpretive methods; b) theory-building articles; c) interpretive reviews of the literature (position statements or reasoned critiques of articles previously printed in *Adult Education Quarterly*); d) essay reviews (commissioned by editors); and e) book reviews. We have continued having a forum section, which is designed to publish shorter position papers related to the field. As of the Spring, 1996 issue we initiated a "Letters and Opinion" section in the Journal. This section provides readers with an opportunity to express particular views and responses they may have to articles published in *AEQ*.

For featured manuscripts and Forum articles, three broad criteria are used in the review and selection process. First, articles must be important in that they significantly advance knowledge and theory. Second, all material must be accurate and technically sound. Finally, articles must be well crafted; that is, they must be clear and well organized. In preparing a manuscript for submission, authors are encouraged to consider the following strategies:

1) Study the Editorial Policy and its sections on guidelines to insure that your manuscript falls within the scope of the journal and will meet stylistic requirements.

2) Consider the Review Criteria (Section E of the Editorial Policy) in developing and crafting your manuscript.

3) Study back issues of *AEQ* and its predecessor, *Adult Education*, focusing especially on articles of purpose and form similar to your manuscript.

4) Ask at least two colleagues who are objective and honest in their appraisals to critically review the manuscript before submitting it to *AEQ*.

Manuscripts submitted to *Adult Education Quarterly* must be grammatically correct and stylistically consistent. The journal uses the *Publication Manual of the American Psychological Association* (APA), Fourth Edition. Potential authors should consult this publication for rules governing references and citations as well as other elements of grammar and style. All manuscripts need to be typed, double-spaced and the author(s) need to submit four copies, retaining a copy for their own files. The editors are not responsible for returning copies to authors. Articles generally should not exceed 5000 words, including charts, tables and bibliography. Potential authors are strongly encouraged to obtain and follow Editorial Policy Guidelines for specific information on technical requirements for manuscript preparation.

Manuscript Review Procedures All manuscripts submitted for consideration for publication in *AEQ* are subjected to a systematic review process. The manuscript is first examined to determine if it conforms to the editorial guidelines for the journal (i.e. if it is "in scope"). Manuscripts considered to be "out of scope" are returned to the author(s) with a brief cover letter explaining that they are not acceptable for publication by *AEQ* in their present form and no further review of the manuscript is conducted. Manuscripts determined to be "in scope", as defined in the "guidelines for contributors" (see attachment), are submitted for further review to a panel of consulting editors (CE). Typically, three individuals from this panel are selected to review each manuscript, based on background expertise and knowledge. Decisions as to who will be asked to review the manuscript are made on the basis of the nature of the research question or topic of the manuscript, the nature of the methodology employed, and the availability of CEs. The review process is "double blind," meaning the CEs do not know the identity of the author(s) and the author(s) do not know the identities of the reviewers. CEs are requested to return their reviews within five weeks of the date in which it is sent out. CEs who have not returned their reviews with this time are contacted and requested to complete their reviews as soon as possible. In the event that a particular CE cannot complete the review within this time frame, another CE may be selected for the manuscript in question.

After all reviews have been returned to *AEQ*, they are examined by the editors and final determinations of a) Accept, b) Conditionally Accept, c) Reject and Encourage resubmission, or d) Reject are made, based on the information provided by the CEs. Final decisions on each manuscript are made by the editors of *AEQ*. Letters are then prepared informing the author(s) of the editors' decision. For manuscripts falling into categories (c) or (d), *AEQ* has no further obligation to the authors. The authors are free to re-submit revised manuscripts but they are informed that these

submissions will be subjected to a new full review process. Manuscripts falling into category (a) are, for the most part, ready to publish "as is," with little if any revisions required. Manuscripts falling into the "Conditionally Accept" category require at least some revision before they will be fully accepted for publication. The conditions that must be met before this happens are carefully detailed in cover letters to the authors of these manuscripts. These letters clearly specify that the manuscript will not be published until these conditions have been met to the satisfaction of the editors. In some instances, the revised manuscript may be sent to one or more of the CEs who initially reviewed it for their feedback. When the conditions have been satisfied the authors are informed by letter that the manuscript is now ready for publication.

When a manuscript is accepted, the author will be notified and informed about the next steps in the publication process. To expedite the editing and publishing process, authors of accepted manuscripts will be asked to provide their final version on IBM-compatible or Macintosh floppy disks. Manuscripts produced using WordPerfect 5.1 for DOS or Microsoft Word 4.0 through 5.1 for Macintosh are preferred.

Manuscripts submitted to *AEQ* should not be under consideration for publication by any other journals, nor should they have been published previously in any form (see "Warrant Statement" in Section C). A paper may, however, have been presented at a meeting or conference. In such cases the author should state where and when such a paper was presented. After acceptance, a paper may not be published elsewhere without written permission from AAACE.

Review Criteria The following are used to review research papers submitted to *Adult Education Quarterly*:

1) *Importance of the Problem*. A problem or subject addressed by a manuscript should contribute to knowledge or theory pertinent to adult and continuing education. Importance is enhanced when a paper promotes understanding, or improvement of practice.

2) *Background*. Through the abstract and a brief introduction, readers should be provided with sufficient background information to understand the problem being addressed.

3) *Purpose*. Whether stated generally or in greater detail—as is the case with hypotheses—the purpose of the paper should be clearly and unambiguously stated.

4) *Literature Review*. Research and scholarship should be linked to relevant literature and theory. The applicability of the research and the quality of the discussion are more important than the length of the review.

5) *Approach and Procedures*. The approach and procedures must be appropriate for addressing the stated purpose(s) and research question(s).

6) *Findings*. Findings must be presented and documented to show clear relationships to the purpose(s) and research question(s). Evidence needed to support conclusions must be clearly identified, including the presentation of statistics, charts, and graphs, use of quotations, observational data, references, and citations.

7) *Conclusions*. Conclusions and logical inferences should be pertinent, clearly drawn, and convincingly supported by evidence.

8) *Readability*. All manuscripts must be well-organized, well-written, and readable.

Book Reviews Book reviews are solicited by the Book Review editor. These reviews are not submitted for blind review but are reviewed and edited by the review editor. Decisions as to the books to be reviewed and who is asked to review them are also made by the Book Review editor. "Essay Reviews" of a series of books on selected topics are occasionally commissioned by the editors of *AEQ*. These essay reviews are not submitted for review but are handled by the editors themselves. If you have suggestions for books to be reviewed, or if you should like to review a book, contact: M. Carolyn Clark, Dept. of Education-HRD, 615 Harrington, Texas A&M University, College Station, Texas 77845; Tel: 409-845-4086.

Disposition of Manuscripts Submitted

We receive approximately 100 manuscripts per year. Over the tenure of our editorship, the average acceptance rates have varied between 20 and 30 percent. The content of manuscripts, as well as the authorship, reflect our commitment to diversity within the field of adult education and our intention to

encourage more articles focused with an international perspective. Methodologically, we continue to accept and publish manuscripts that represent quantitative, qualitative, historical, and philosophical perspectives.

Reflections and Future Directions

While HRD topics have not appeared prominently in the various surveys of articles published in *AEQ*, the subject has nevertheless received attention within the pages of the journal. Examples of these include Karen Watkins' recent essay review on the definition of HRD and Blomberg's piece on cost-benefit analysis for training. This list might also include pieces which are less overtly HRD-specific but have had to do with adult education in workplace settings. Joyce Stalker's article on "Deconstructing the Myth" illustrates this kind of HRD related article.

HRD researchers are invited and encouraged to submit their work for consideration in *AEQ*. Our position as editors (and hopefully speaking for our editorial board) is that articles are not considered primarily on their ideological persuasion but on their scholarship and contribution to research and theory in the field. The journal seeks top quality manuscripts whatever their political or ideological hue as long as they fall within the scope of the journal. There are too few scholars conducting rigorous research or advancing theory within our fields. While we do not disclaim the political or ideological contexts in which all research and theory are conducted, these positions should not be used to make decisions on the merit of the scholarship. Our journals should be the place for dialogue and discussion around these differences, not a context for censorship or exclusion.

Trends in Research Methodologies The ascendence of qualitative research within the academic community is influencing editors and publishers of scholarly education journals. Criteria arising from and driven by particular methodological or epistemological approaches are being increasingly called into question. Reviewers and editors alike search for "common ground" amid this growing climate of methodological relativism. For example, as they struggle to find a voice to express their work, postmodernist scholars often tax our review editors and ourselves with their often complex and difficult language. Research designs completely foreign to traditional research are emerging within the qualitative arena and stress our abilities to effectively assess their soundness. Authors struggle to find new ways of presenting findings that are more consistent with the epistemological frameworks within which the research was conducted. Similar to the traditional art critic years ago who wondered whether modernist paintings represented art, we look at these new articles and ask, "Is this scholarship?" What constitutes "good scholarship" within these newer approaches is a question that needs to find space within our journals and we as editors need to begin convening symposia to further the conversation.

In addition to the difficult questions being posed by the nature of this research, reporting it is creating some very practical problems for editors and publishers. The substance of qualitative research studies is often difficult to communicate within the page limits traditionally imposed by editorial policies. Publication of qualitative studies sometimes results in fewer articles per issue, as allowance is made for the expanded nature of these articles. We are being pressured by these scholars to find room in our journals for their work or they will take their marbles and go elsewhere. Many of these papers represent excellent pieces of scholarship and we as editors do not want to lose them to other educational journals. But with the economic pressures that most journals are experiencing, how do we change to accommodate these newer form of research?

Trends in Society Current trends within society are likely to influence the nature of the articles submitted to and considered for publication in *AEQ* and other journals dedicated to adult learning. Increasingly, emphasis in both policy and practice is being placed on the relationship of education and work. While education for work has always been a prominent aspect of the field of adult education, research and theory has largely focused on worker and labor education. Upheavals within labor and rapidly changing economic conditions in many countries throughout the world are likely to place more emphasis on this orientation, especially within adult populations. The challenge is to fully understand the complexity of these changes through careful research and theory and to avoid a narrowly focused vocational instrumentalism which is often reflected in the statements and documents of many policy-makers.

These changes are also creating demands for changes in the way higher education sees itself

and does its business. We are being increasingly pressured to design educational programs and to conduct research which are more "relevant and meaningful" to the concerns of the "real world." Few of us would disagree that what we do should be relevant and meaningful to the needs of society. What is problematic, however, and should be a focus of our work as scholars, are the questions of who defines these needs, in whose interests are they being pursued, and what do we mean by relevant and meaningful. For those of us responsible for preparing professionals within our respective fields, these questions represent a potential area of scholarly endeavor and should be reflected in the pages of our journals. Examples of these areas of "need" which occupy current public debate are welfare reform and the increasing emphasis on punishment rather than rehabilitation of criminal offenders. Both areas involve education and training of adults as a central element in the debate. Yet one would be hard pressed to find sustained dialogue on these issues within our journals.

Conclusion

In the past, *The Journal of Adult Education* has been an outlet for articles related to the training and education of adults for business and the workplace. Its successor, *AEQ*, has continued this tradition, with an increased emphasis and focus on research and theory. While the differences between this journal and *HRDQ* may be blurred relative to education and training for the workplace, *AEQ* is increasingly serving as a forum for scholars who take a critical perspective to HRD. The journal, however, continues to encourage all forms of scholarship related to HRD and no scholar should feel that the intellectual climate of *AEQ* is somehow inappropriate for their work. The future of publication in adult education and HRD faces a number of formidable challenges, both within the scholarly community and from quantum changes within society. Editors, reviewers, and the higher education community in general need to sustain conversation and dialogue around these issues, particularly within the pages of scholarly journals.

Creating Clover—*Human Resource Development International*

Monica M. Lee,
Lancaster University, UK.

The role that Human Resource Development International (HRDI) might play in the field of HRD is explored through the image of the clover leaf, in which I suggest that different aspects of HRD contribute something unique, and that together they provide synergy. This is followed by details for contributors.

In preparing to write this I read over the contributions from Journal Editors at last year's conference. This humbled me, and made me even less sure of what to say. So much of what I think is important has already been said, excellently, about other journals. Where can Human Resource Development International (HRDI) be placed within this field of excellence? I was then struck by the image of a clover leaf. Clover is a common ground hugging plant in the UK and I can remember sunny childhood days searching for (and finding!) a lucky four leaf clover. The clover leaf starts as quite a tight ball, and as it grows it also straightens out and opens up into a trefoil - three leaves that together make one. In well groomed gardens clover is normally considered to be a weed, however it has many uses and has a strong role in the agricultural base of the nation - as a soil conditioner, a valuable feed for animals, and a favourite flower for honeybees. We could say that its presence adds to the field. I wish to make the same case for HRDI.

The Trefoil of Learning, Performance and Integrity

It has been said before (many times by many people, see McLean (1997) and Swanson (1990)) but bears repeating. The HRD community is diverse, eclectic, vibrant and dynamic. It is what we make of it. As I comment in the first editorial of HRDI:

> 'Perhaps what I can do is describe it (HRD) in terms of continua. I have discussed some of these above: theory and practice; SMEs and megalithic organisations; public and private; modern and post-modern. Others also spring to mind, for example, I know that sometimes it is about individuals, and at other times it is about organisations; about profit and ethics; high tech. and less advanced; rote learning and development; providers and recipients; future and past; writers and readers; individual difference and mass trends; assertion of the ego and collectivity; .. as I continue I realise that each of these continua interacts or co-varies with others. I can visualise this as a three-dimensional sphere that moves, shifts and fluctuates. I also realise that it is no different to the sort of image I might build if I were asked to describe the human condition.'

Lets play around with links between HRD and clover. We can give HRD a body, as of the clover leaf, and suppose that as the clover leaf of HRD slowly unfurls, it uses each of these interacting continua as nutrients or threads to its existence. As people we can sit in the sun and look at the 'body' of HRD. As researchers we can examine different aspects of the whole, we can explore and attempt to understand it and its effects on the wider environment. As artists we can appreciate the beauty of it, we can work with it and create new forms of being. As people, however, we can do both - we do not have to split ourselves into the stereotypical soulless 'researchers' or non-rigorous 'artists'. In fact, I believe that we cannot avoid doing both at the same time. The act of creation involves understanding, and the act of understanding is, itself, creative. The feeling when understanding and creativity are moving forward together, of being involved in something with one's whole being, feels right, and is magical.

We could extend the analogy to talk of the three leaves of the one clover leaf as theory, practice, and being. One of the great difficulties and root of potential of HRD as a field of study is the way in which theory informs practice, and practice, theory. Balancing these two presents opportunities and challenges, yet the rewards and problems are infinitely greater as we also attempt to balance 'being' alongside them. This is the act of putting ourselves and other people in the

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equation - accounting for the role of the researcher in the researched, the individual agency of the practitioner that influences and gives lie to the idea of 'one best way' of doing things. The idea of putting our hearts and souls behind what we do.

It is a short step from talking of understanding, creativity, and coherence, or theory, practice and being, to talking of the adoption of a holistic view of learning, performance and integrity - three bases upon which both AHRD and HRDI are built. These words are likely to mean different things to different people and have different implications within different cultural settings, however, I suggest that wherever and whoever we are, the act of looking at the clover leaf of HRD, the particular spectacles and lenses that each one of us brings to the examination, holds the potential to re-create it anew for each of us. I hope that HRDI will be one of the vehicles for such re-creation.

The Trefoil of HRDI Sponsors

Of course, HRDI is not the only publication associated with AHRD, and HRDI is not the only publication that aspires to learning, performance and integrity. Similarly, AHRD is not the only sponsor of HRDI. The other two sponsors are the University Forum for HRD and Euresform - and so we have another trefoil. This seems to me to be a particularly appropriate trefoil of sponsorship, that provides a strong base from which HRDI can grow. The University Forum for HRD has its roots in a UK network of Universities (that included representation from the Government through the National Council of Vocational Qualifications, and sponsorship from the major HR practitioner body - the Institute of Personnel and Development). This group was initially established to examine qualification routes within the profession, and in particular, to learn about and implement nation wide joint academic and professional competency based qualifications. The act of attempting to do so was an act of attempting to define the field, which itself was an act of learning how situated and limited our knowledge is - thereby opening up a wide range of research activities. Euresform's roots were similar. It is a European network of universities that came together, with European funding, to research into and implement a cross-European system of academic qualifications and professional accreditation. This was done by establishing mutual recognition of provision via a set of learning outcomes that individuals would need to achieve in order to be seen as a senior European professional. These outcomes included the need for evidence of professional interventions in another culture and thus a system of cross-European practical placements has been established.

At one level each of AHRD, Euresform and the Forum are fundamentally different. I am a member of all three and there is no way that I could be confused about which one I am attending at any one time. Each is very much a product of its national roots and reinforces my cultural stereotypes - AHRD is big, bright and buzzy; the Forum is quieter, gentle, and we have cups of tea at 3pm, and Euresform is multilingual, intriguing and confusing as to get to some sort of common understanding of any one word takes a very long time. Having said that I think that there is also much in common between the three networks. There is most certainly a common appreciation of the joys and difficulties of balancing theory, practice and being. There is a firm belief that, whether or not organisations intend to do so, the way in which they 'realise' HRD has a profound effect upon their present and future well being. There is also a strong desire to know and learn more - to enhance their research-based activities. In other words, I suggest that not only are the three sponsors of HRDI united in their focus on the trefoil of learning, performance and integrity, they are also united in their views of the way forward - attempting to better embrace balance (integrity), the 'realisation' of HRD (performance) and the enhancement of research (learning).

I suggest that it is timely that these networks should learn more of each other. Knowledge of the other sponsors carries practical benefits - student placements, alternative publication outlets, access for research, and so on. In addition, I suggest that by adopting multiple perspectives each sponsor will help the field develop in a more 'global' way than if they did so only from their own perspective. Of course, this is not to deny, in any way, the continuing need for detailed, rigorous and in depth examination of one's of situation, and each sponsoring body has access to publications that do that. By its international nature, HRDI is not able to provide that in-depth internal cultural mirror. What HRDI can do is to provide a window, a glimpse, onto other cultures so that we may

each think of our own in a slightly different way. I hope that HRDI will be able to tap into the synergy generated by the trefoil of sponsoring bodies, and so be part of developing the HRD field internationally.

HRDI and other Publications

There is clearly some possibility of seeing other AHRD sponsored publications as competitors, however I would much prefer to think of them as sisters and brothers (without assigning a gender to any particular one). Perhaps the journal closest to HRDI within the AHRD suite of publications is HRDQ. Perhaps, at present, this is just wishful thinking. HRDQ has had nine highly successful years, and HRDI is just starting out. HRDQ has an excellent reputation, and HRDI is hoping to emulate that... and so on. I would be extremely happy if in nine years time HRDI is able to look beck on a track record similar to that of HRDQ. Perhaps HRDQ is HRDI's big brother, introducing HRDI into the wide world, and helping HRDI find or create its own identity. As HRD matures it grows and develops new areas of interest and specialities. There is ample space for all, and our boundaries will become clearer with time, each journal with a life and identity of its own. As people contribute they extend the body of knowledge, and in doing so create form in the fuzzy shape described above. This links to an important question for contributors, namely: 'to which journal should I submit this particular piece of work?' The answer to this will become clearer with time (and I enclose below HRDI's 'notes for contributors', as a start in this process), and is, of course, partly influenced by the contributions themselves, which, in turn, are influenced by the 'identities' of the different journals.

I hope my title to this has now become clear. I see, on many levels, a link between the trefoil of clover and the multiple parts of HRD. I suggest that the three leaves of clover make the one leaf, so the synergy of the coming together of the parts of HRD (whether it is ways of understanding, sponsoring bodies, or whatever) create something new. As clover, a humble and often ignored or even derided plant, adds to the field, so I suggest that new interpretations of HRD might develop from small beginnings but can influence the way of work and the lives of many.

Within this extended analogy I have yet to pin down what the lucky four-leaf clover might represent. Perhaps luck is a personal thing, perhaps we need to create that as well... perhaps the best way of having a say in this is to contribute to HRDI.

Notes for Contributors

HRDI promotes all aspects of practice and research that explore issues of individual, group and organisational learning and performance. In adopting this perspective HRDI is committing itself to questioning the divide between practice and theory; between the 'practitioner' and the 'academic'; between traditional and experimental methodological approaches and between organisational demands and the demands of scholarship. HRDI publishes the following types of contribution. Please make clear which type of contribution you are submitting.

- **High quality papers for blind peer review.** Articles should be 5,000 to 6,000 words in length. If you are submitting for blind peer review please ensure that all references to the author(s) are on a separate sheet.
- **High quality articles about advanced practice.** Articles should be 2,000 to 3,000 words in length.
- **Reports of research-in-progress and innovative development projects**. Articles should be 1,000 words in length.
- **Book, video, conference and software reviews.** HRDI will also publish longer review essays.

Please feel free to discuss the nature of a contribution with one of the HRDI editors.

Submission of manuscripts Authors should submit 4 complete copies of their paper, with any original illustrations, to Carole Elliott, HRDI Administrator, HRD Pathway Unit, Dept. of Management Learning, Lancaster University, Lancaster LA1 4YX. United Kingdom. email: c.j.elliott@lancaster.ac.uk tel: + 44 (0)1524 594034 fax: + 44 (0)1524 844262

Submission should be in English, typed in double spacing (including all notes and references) on one side only of the paper. English or American spelling is acceptable provided usage is consistent. Submission of a paper to the journal will be taken to imply that it presents original, unpublished, work not under consideration for publication elsewhere. By submitting a manuscript, the authors agree that the exclusive rights to reproduce and distribute the article have been given to the Publishers. Permission to quote from or reproduce copyright material must be obtained by the authors before submission and any acknowledgements should be included in the typescript, preferably in the form of an Acknowledgements section at the end of the paper, before the Notes. Where photographs or figures are reproduced, acknowledgement of source and copyright should be given in the caption.

An abstract of the paper, of up to 150 words, should accompany the article. In addition a list of up to 6 key words, suitable for indexing and abstracting services, should be supplied. Please refer above to see expected word lengths. If your wordprocessor is capable of doing a word count please use it to print this at the end of the text, together with the date of the manuscript. Notes should be kept to a minimum and placed at the end of the article before the references; footnotes should be avoided. A brief biographical note about each author should be supplied on a separate sheet. Details should be given of authors' full postal and E-mail addresses as well as telephone and fax numbers. Authors are requested to send an electronic version of their article on disk, providing details of the name and version number of the word-processing software used. It is important that authors ensure that their typescript is an exact printout of what is on the disk.

Illustrations Tables, figures and plates should not be inserted within the pages of the manuscript but should be submitted on separate sheets attached to the article. Tables should be prepared with the minimum use of horizontal rules (usually three are sufficient) and avoiding vertical rules. It is important to provide clear copy of figures (not photocopies or faxes) which can be reproduced by the printer and do not require redrawing. Photographs should be high-contrast black and white glossy prints. The desired position in the text for each table, figure and plate should be indicated in the margin of the manuscript. All captions for figures and plates (including sources and acknowledgements) should be listed on a separate sheet.

References The author-date reference system, preferred in this journal, uses the name of the author, the date of publication and, following quoted material, the page reference, as a key to the full bibliographic details set out in the list of references - e.g. 'Many composers ... have attempted to return to this state of childhood' (Swanwick 1988: 56); several authors have noted this trend (Smith 1970; Jones and Cook 1968; Dobbs et al. 1973). [N.B. et al. to be used when there are three or more authors.] The date of publication cited must be the date of the source referred to; when using a republished book, a translation or a modern version of an older edition, however, the date of the original publication may also be given. Where there are two or more works by one author in the same year, these should be distinguished by using 1980a, 1980b, etc. The reference list should include every work cited in the text. Please ensure that dates, spelling and titles used in the text are consistent with those listed in the References. The content and form of the reference list should conform to the following examples. Please note that page numbers are required for articles, both place of publication and name of publisher should be given for books and, where relevant, translator and date of first publication should be noted. Do not use et al. in the reference list; spell out each author's full name or surname and initials.

Book/multiple author:

Kay, J., Mayer, C. and Thompson, D. (1986) Privatization and Regulation, Oxford: Clarendon Press.

Article in edited volume:

Kreile, M. (1992) 'The political economy of the new Germany', in Paul B. Stares (ed.) The New Germany and the New Europe, Washington DC: Brookings Institution, pp. 55-92.

Article in journal:

Streeck, W. and Schmitter, P.C. (1991) 'From corporatism to transnational pluralism: organised interests in the single European market', Politics and Society 19: 133-64.

Edited text:

Smith, Adam (1976) [1776] An Inquiry into the Nature and Causes of the Wealth of Nations, ed. R. H. Campbell, A. S. Skinner and W. B. Todd, Oxford: Oxford University Press.

Translated text:

Jaspers, K. (1983) General Human Resource Management, 7th ed, trans. J. Hoenig and M. Hamilton, Manchester: Manchester University Press.

Article in newspaper:

Barber, L. (1993) 'The towering bureaucracy', Financial Times, 21 June.

Unpublished:

Zito, A. (1994) 'Epistemic communities in European policy-making', Ph.D. dissertation, Department of Political Science, University of Pittsburgh.

Notes on Style

It would be helpful if contributors were to bear in mind the following points of style when preparing their papers, particularly if they are being submitted on disk.

Justification of text If you are using a computer or wordprocessor, use unjustified mode. Leave the right margin ragged and avoid word divisions and hyphens at the ends of lines. Only insert hard returns at the end of paragraphs or headings.

Punctuation Use a single (not a double) space after a full point, and after commas, colons, semicolons, etc. Do not put a space in front of a question mark, or in front of any other closing quotation mark.

Spelling We prefer spellings to conform to the new edition of the Concise Oxford English Dictionary and to follow the Oxford Dictionary for Writers and Editors. Use -ize, in preference to -ise, as a verbal ending (e.g. realize, specialize, recognize, etc.). Note, however, several words correctly end in -ise (e.g. advertise, enfranchise, exercise, etc.); note also analyse (English spelling) analyze (American). Initial capitalization Please keep capitalization to a minimum. When possible, use lower case for government, church, state, party, volume etc.; north, south, etc. are only capitalized if used as part of a recognized place name e.g. Western Australia, South Africa; use lower case for general terms e.g. eastern France, south-west of Berlin.

Full points Use full points after abbreviations (p.m., e.g., i.e., etc.) and contractions where the end of the word is cut (p., ed., ch.). Omit full points in acronyms (HMSO, USA, BBC, NATO, plc), after contractions which end in the last letter of the word (Dr, Mr, St, edn, eds, Ltd) and after metric units (cm, m, km, kg). Note especially ed. eds; vol. vols; no. nos; ch. chs, etc.

Italics Indicate italics by underlining, in preference to the italic font, and use for titles of books, journals, newspapers, plays, films, long poems, paintings and ships. Extensive use of italic for emphasis should be avoided.

Quotations Use single quotation marks for quoted material within the text; double quotation marks should only be used for quotes within quotes. Do not use leader dots at the beginning or end of a quotation unless the sense absolutely demands. For ellipsis within a quotation use three leader dots for a mid-sentence break, four if the break is followed by a new sentence. Quotations of over forty words should be extracted and indented and no quotation marks used.

Numerals In general spell out numbers under 100; but use numerals for measurements (e.g. 12 km) and ages (e.g. 10 years old). Insert a comma for both thousands and tens of thousands (e.g. 1,000 and 20,000). Always use the minimum number of figures for ranged numbers and dates, e.g. 22-4, 105-6, 1966-7; but use 112-13, 1914-18, etc. for 'teen numbers. Use the percentage sign only in figures and tables; spell out 'per cent' in the text using a numeral for the number (e.g. 84 per cent).

Dates Set out as follows: 8 July 1990 (no comma), on 8 July, or on the 8th; 1990s (not spelt out, no apostrophe); nineteenth century (not 19th century) and insert hyphen when used adjectivally (e.g. nineteenth-century art).

En rules Since there is no en rule on a standard keyboard, use a double hyphen for en rules; use these to link number spans (e.g. 24--8); to connect two items linked in a political context

(e.g. 'Labour--Liberal alliance', 'Rome--Berlin axis') and to link the names of joint authors (e.g. Temple--Hardcastle project).

Proofs

Authors are expected to correct proofs quickly and any alteration to the original text is strongly discouraged. Authors should correct typesetter's errors in red; minimal alterations of their own should be in black.

Advice

If in doubt please discuss your thoughts with one (or more) of:
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ADVANCES in Developing Human Resources: The Academy's New Topical HRD Monograph Series

Richard A. Swanson
University of Minnesota

ADVANCES in Developing Human Resources is sponsored by the Academy of Human Resource Development and published by Berrett-Koehler. The mission of *ADVANCES* is to provide theoretically sound explorations and/or reporting of selected and timely advances in the development of human resources.

The Academy of Human Resource Development (Academy) and Berrett-Koehler Publishers (BK) are thrilled to announce a new quarterly HRD monograph series to be sold through subscription and as individual copies. The name of the series is *ADVANCES in Developing Human Resources*. The first issue of *ADVANCES* will appear in the summer of 1998.

Individual issues of *ADVANCES* will be devoted to important and/or timely topics related to the development of human resources. The topics will primarily fall within the general realms of performance, learning, and/or integrity within an organizational context. The topic title of each issue will be the dominant message on each cover. The important editorial balance for the series will be between theory, practice, and readability. Each issue will strive to be very readable and relevant-- to the point of being interesting to reflective practitioners while being theoretically sound.

The Academy will provide the intellectual capital for *ADVANCES* including series editorship, editorship of individual issues, editorial review, a majority of researchers and authors, and assistance with marketing. BK will provide marketing, editing, production, and distribution of the monograph series.

The Academy Board of Directors is very excited about this new undertaking and hope that a number of Academy members will volunteer as issue editors in the coming weeks.

Volume 1: Issues 1-4

Dr. Richard J. Torraco will serves as editor for *ADVANCES* issues 1 & 2 of Volume 1. These back-to-back issues are a special case that will not likely repeat itself. The Academy is indebted to Dr. Torraco for having pursued these manuscripts as a part of the Academy's pre-conference effort and for allowing the Academy to use his work to secure this new series. Volume 1 of *ADVANCES* will be as follows:

Issue 1	***Theory and Practice of Performance Improvement:*** Richard J. Torraco, Editor
Issue 2	*Human Resource Development's Role in* ***Performance Improvement*** Richard J. Torraco, Editor
Issue 3	*Encouraging* ***Informal Workplace Learning*** Victoria J. Marsick, Editor
Issue 4	***Impact of the Global Economy on Developing Human Resources*** Michael J. Marquardt, Editor

Mission of the Monograph Series

ADVANCES is sponsored by the Academy of Human Resource Development and published by Berrett-Koehler. The mission of *ADVANCES* is to provide theoretically sound explorations and/or reporting of selected and timely advances in the development of human resources. The topics of issues of *ADVANCES* will primarily fall within the general realms of performance, learning, and/or integrity within an organizational context. The important editorial balance for the series will be between theory, practice, and readability.

Eligibility of Issue Editors

Editors of issue of *ADVANCES* must be Academy members. Chapter authors are not required to be Academy members.

Proposal Requirements

Proposals from potential *ADVANCES issue* editors must contain the following elements:

(Note: Volume 2 proposals due by April 15, 1998)

1. Proposed title of monograph.
2. Proposed completion date of the full manuscript.
3. Editor and his/her full title address and multiple means of contact (phone, fax, e-mail).
4. Short description of the purpose and scope of the monograph.
5. A tentative list of chapter titles along with chapter authors and their affiliations.
6. Identification and short description of presently available information on this topic.
7. Optional attachments (e.g. editor bio, related writings by editor and/or authors).

Submit four copies to: Dr. Richard A. Swanson, Editor-In-Chief
ADVANCES in Developing Human Resources
University of Minnesota
1954 Buford Avenue
St. Paul, MN 55108
612-292-0448 <swanson2©cris.com>.

Form of the Monograph

ADVANCES is a quarterly publication will be a standard 6"x9" size and 100 pages of final copy (150 manuscript pages). It will have a lively cover and will be graphically appealing throughout. Manuscripts must conform to the latest edition of the *APA Publication Manual.*

Due Dates for Manuscripts

The following schedule will be followed for the first volume and will be repeated in subsequent years. Two copies of the manuscript and a computer disk of the total manuscript in Microsoft Word 6.0 are required at each submission.

Initial Manuscript Due		*Revised Manuscript Due*		*Publication Date*	
May 1, 1998	1(1)	Aug. 1, 1998	1(1)	Jan. 1, 1999	1(1)
Aug. 1, 1998	1(2)	Nov. 1, 1998	1(2)	April 1, 1999	1(2)
Jan. 1, 1999	1(3)	Mar. 1, 1999	1(3)	July. 1, 1999	1(3)
Mar. 1, 1999	1(4)	June 1, 1999	1(4)	Oct. 1, 1999	1(4)

Relationship to other Academy Periodicals

The AHRD sponsors two other periodicals, the *Human Resource Development Quarterly (HRDQ)* and *Human Resource Development International (HRDI). HRDQ* is the premier research journal of the Academy and the HRD profession. Its primary goal is to report high quality research. *HRDI* is the new quarterly journal focused on reflective practitioners from around the world. Its primary focus is to report on innovative development efforts from an international perspective. Each issue of ADVANCES deals with a specific topic relevant to developing human resources. Its primary focus is to explore the knowledge base of a critical and/or timely topic in an in-depth and timely manner.

Conclusion

The AHRD Board of Directors is very enthused about the Academy's partnership with Berrett-Koehler Publishers to produce *ADVANCES in Developing Human Resources* and appreciates the confidence BK's President and Publisher, Steven Piersanti, has in the Academy.